



EFFECTIVE METHODS OF WORKING WITH VIDEO MATERIALS

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Annotation

The effectiveness of the video lesson depends on how students feel about watching the video. For this, special techniques are proposed for working with video material. This article discusses effective techniques for working with video materials in the classroom.

Keywords: video material, stages of watching a video film, a cycle of lessons, repetition of vocabulary, expansion of vocabulary, learning tasks, types of exercises. Working with video materials is similar to working with book or newspaper texts. There are three main stages: pre-demo, demo stage, post-demo stage. At the pre-demonstration stage, it is necessary to motivate students, remove possible difficulties in perceiving the text and prepare students for the successful completion of the assignment. The teacher may ask students:

- what information do they have on this topic?
- what do they hope to see in the film?

The teacher should draw the students' attention to the fact that there will be previously unknown information in the film. Watching video materials can complete the cycle of lessons on any topic or problem. Students receive an assignment in advance to study a specific material, which logically prepares them for watching a video.

Preliminary reading of texts and discussion of problems on the same topic also help to increase motivation while watching the video, provided that the video plot opens up new perspectives on the vision of the topic, contains an element of novelty and unpredictability.

The purpose of the demonstration stage: students' understanding of the content of the film, activation of speech-thinking activity. At this stage, the following exercises can be used:

- freeze frame (stopping the film, question: "What was it about?");
- "silent viewing" (showing a part of the film without sound);
- restore the text (while viewing, fill in the gaps in the text written on the printout).





Many videos have ready-made designs that offer exercises such as: answering questions, supplementing a sentence, "truth is not true", putting verbs in the right tense, etc. At the post-demonstration stage, speech creative activity of students is organized. Pupils describe film frames (without sound) through the "Snowball" chain, students ask questions about the content of the frame (frames), students must correct deliberately false information, students describe those film frames where new information was presented.

As a homework assignment, students may be asked to create mini-projects based on information from the videos they watched. This can be a preparation for the plot or situation of the video. The use of video for beginners is somewhat limited due to the small volume of their vocabulary and knowledge of grammar. However, the use of video from time to time pleasantly diversifies the lesson, introduces an element of real life into it. One of the learning tasks that can be solved with the help of videos is vocabulary repetition and vocabulary expansion.

Another task that can be solved with the help of video at this stage is the task of teaching listening comprehension. It should be noted that there are positive and negative aspects to using video to teach listening. On the one hand, video recording, in comparison with audio recording, has a more vital character - you not only hear, but also see the speakers, their facial expressions and gestures, and also receive information about the broad context of what is happening - the location of the action, the age of the participants, etc.

On the other hand, all these factors distract the listener from the actual speech, and he may be carried away by looking at the picture, instead of focusing on listening. Therefore, especially at the initial stage, before watching, students should receive a clearly formulated task on which they will have to focus. Of course, the use of video in a foreign language lesson and in extracurricular activities opens up a number of unique opportunities for the teacher and students in terms of mastering a foreign language culture, especially in terms of the formation of socio-cultural competence as one of the components of communicative competence in general. Unlike audio or printed text, which can have a high informative, educational, educational and developmental value, video has the advantage that it combines various aspects of the act of speech interaction. In addition to the content side of communication, the video contains visual information about the place of the event, the appearance and non-verbal behavior of the participants in communication in a particular situation.



Video materials provide almost unlimited opportunities for analysis based on comparison and juxtaposition of cultural realities and characteristics of human behavior in various situations of intercultural communication (provided that the selected videos provide the necessary basis for such a comparison). It is also obvious that the video can have a strong emotional impact on students, serve as a stimulus and reinforcement to create additional motivation in further educational, search and creative activities.

The effectiveness of the video lesson depends on how students feel about watching the video. For this, special techniques for working with video material are offered, namely:

- watching a video without sound: the students and the teacher discuss what they see, what train of thought it prompts them, and assume that the characters are really speaking. Once all the assumptions are made, the students watch the video again.

Were they right?

- listening to video without picture: this changes the previous procedure to the exact opposite. While students listen to the video, they try to judge where the characters are, how they look, what is happening, etc. Once all the assumptions are made, students listen again, but with a video sequence.

Were they right?

- "freeze" the image: the teacher puts the video on pause and asks students to guess what will happen next.

Can they guess?

- division of the group into two subgroups: the first subgroup sits facing the screen, the second subgroup - with its back to it. The first subgroup describes to the second subgroup what is happening on the screen. Of course, there are many other ways to work with video material.

For example, a video lesson outline might include the following steps:

1. Preparation

- a preliminary discussion is held, during which vocabulary is repeated, close to the subject of the film, and also stimulates the interest of students in the topic;
- creative work, during which students can be given the opportunity to propose the names of films themselves, to use problem situations related to the topic under discussion. You can ask students to make predictions about what the video will be;
- work with new vocabulary, during which students are given new words on a given topic.





2. Viewing

When viewing, you can carry out the following types of work:

- a) testing hypotheses made by students before viewing;
- b) information search. After the first viewing, students are offered information search exercises, and the plot is watched again, in segments or in its entirety, depending on the class level and the objectives of the lesson;
- c) work with a separate segment. This stage of the work provides the greatest opportunities for the formation of elements of communicative culture. In addition, at this stage, the basic skills of deciphering the text are practiced, which is the most important aspect of listening.

Students watch a specific segment of the video story and do one (or more) of the activities described below. Sometimes you can remove the image so that only the sound remains. The plot is played in parts and the students are asked questions about who spoke, where the action took place, what the heroes did, where they went, what they talked about, etc. When they have gathered all possible information, they look again, this time with the image, and check their interpretation.

3. Work after viewing

The following types of work are offered:

- a) repetition and development of speech blocks obtained after viewing;
- b) commenting on and consolidating the communicative techniques seen in the film;
- c) discussion. Students relate what they see with real situations in their lives, in their country and analyze the similarities and differences in culture;
- d) role-playing game. You can invite students to play the viewed plot or develop it;
- e) reading on the topic. You can offer students problem or informational texts on the topic of the video plot for viewing reading and discussion. This is especially useful when viewing news items;
- f) creative work. Students are invited to write a short retelling, reflection on the topic of the viewed plot, supplement the biography of a famous person who was discussed in the plot, make up a dialogue or a scene or other similar tasks. When watching feature films or excerpts, you can use the "role of a witness" methodology.

Students take on the role of witnesses who observe life situations and simply report what they saw on the screen. An episode or film is shown once from beginning to end without interruption. Students are asked several questions about what they saw: where the action took place, how many people were there, what they were wearing,





what happened first, what happened next, etc. As a rule, there are few questions, but they should be focused on key points that students need to consider when reconstructing an episode. Students receive printouts with names, place names, and keywords, or read them on the board. At home, it is proposed to write down what he saw in the form of a statement from memory. When watching documentaries and news programs in groups with no prior experience with video, it is a good idea to offer students a list of information retrieval questions in the first few sessions. These questions may have a specific thematic focus.

There are a number of exercises for working with a particular segment. One of the main aspects of working with a segment is text decryption. Ideally, as a result of such work, students should be able to independently record a section of text from the soundtrack of a video plot, as well as be able to correctly interpret the reactions, facial expressions and gestures of the characters.

The effectiveness of using a video film in teaching speech depends on not only the precise definition of its place in the teaching system, but also on how rationally the structure of the video lesson is organized, how the educational capabilities of the video film are coordinated with the learning objectives.

In the structure of a video lesson for teaching oral speech, four stages can be distinguished:

- 1) preparatory - the stage of preliminary removal of language and linguistic and cultural difficulties;
- 2) the perception of a video film - the development of information perception skills;
- 3) control of understanding of the main content; 4) development of language skills and speaking skills. The fourth stage may be preceded by re-viewing the fragment. To solve each of the tasks, students should know not only the general content of the video, but also remember the details, as well as be able to evaluate events, give characteristics to the actors, using words and expressions from the speech accompaniment of the video.

The very prospect of watching a video in a lesson can be a good incentive to increase the degree of student effectiveness and are used by the teacher as an "incentive prize" for good work.

To really use video effectively in a lesson, you need to make sure that:



- the content of the video materials used corresponds to the real level of general and linguistic development of students and corresponds to the content of a series of lessons on the topic;
- the duration of the video fragment used does not exceed the real possibilities of the lesson / lesson stage;
- situations of the video fragment provide interesting opportunities for the development of the linguistic, speech, socio-cultural competence of students;
- the context has a certain degree of novelty or unexpectedness;
- the text of the video is accompanied by clear instructions aimed at solving a specific and realistic educational problem, understandable to students and justified by the entire logic of the lesson.

Video equipment should be set up and tested in advance, familiar to use for the teacher; the video fragment must be known to the teacher himself and set in advance at the beginning of the viewing. In addition to training videos, you can successfully use such videos as:

- feature films and documentaries;
- cartoons;
- video recordings of television news and other television programs;
- music videos;
- advertising;
- video tours of various cities and museums around the world. It should also be remembered that a linguistically difficult video text can be compensated for by a fairly easy task, for example: to determine the main idea of the text by choosing the most acceptable from a number of proposed options, or to correlate the video text with sentences expressing the main idea of its individual parts and build them in the desired sequence, etc.

This gives a real opportunity to use complex texts in groups with a fairly low level of language proficiency. A linguistically easy text can become the basis for a much more linguistically complex task, if the source material serves only as a starting point for subsequent reasoning, the establishment of associative links, taking into account the real possibilities of both general cultural and purely linguistic development of students. It is much more important to formulate the instruction in such a way that, abstracting from the specifically used language, students can consciously generalize



their experience and knowledge and demonstrate a real level of communication skills for them in the course of completing the assignment.

Conclusion

In the course of the study, we conclude that educational video courses open up many opportunities for active work in the process of forming speech skills and abilities of students, and make the educational process of mastering a foreign language attractive for students at all stages of learning. The effectiveness of using video films in teaching speech depends on not only the precise definition of its place in the teaching system, but also on how rationally the structure of the video lesson is organized, how the educational capabilities of the video film are coordinated with the teaching tasks.

The use of video films contributes to the individualization of training and the development of motivation for the speech activity of students. A modern teacher has at his disposal an innovative technology that helps him in solving the tasks assigned to him - media technology. It is necessary to use this new tool with maximum correctness, to professionally solve the problem set for a modern teacher - to teach a student to speak, write and read in a foreign language. Here, it is required to apply the accumulated experience in preparing for the lesson: the correct definition of the tasks of the lesson, clear planning of stages and the expedient use of technical means.

The main goal of learning a foreign language is communication. It is important here to give students the opportunity to learn a foreign language in context, to understand its use in situations relevant to real life. The basis of the work is made up of exercises in commenting, discussion, interpretation of the issues raised in the video material. Among these exercises, of particular interest are: interviewing, discussion, "round tables", role-playing games, dramatization, posing your own problematic questions on the problem raised in the video (for organizing a discussion), expressing your own opinion on the problem, etc. The use of videos in the lesson is fun and entertaining means, tk. this increases the motivation of students to learn a foreign language. But it must be remembered that the teacher will need much more time and effort to prepare a video lesson. Teachers need to understand how useful working with video material is, regardless of the level of language proficiency of the students. But in order to achieve the "usefulness" of viewing, the teacher must carefully prepare for watching each piece of video material.



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